



Oxford Cambridge and RSA

**GCSE (9-1)**

**History B Schools History Project**

**J411/42: The Elizabethans, 1580-1603**

General Certificate of Secondary Education

**Mark Scheme for June 2022**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

#### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

#### 5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

### Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.








10. For answers marked by levels of response:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level

Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
 6	Level 6
<b>SEEN</b>	Noted but no credit given
<b>NAQ</b>	Not answered question
	For highlighting creditable content

## 1. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.


You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.



**Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme **

<p><b>High performance</b> <i>4–5 marks</i></p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<p><b>Intermediate performance</b> <i>2–3 marks</i></p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<p><b>Threshold performance</b> <i>1 mark</i></p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
<p><b>No marks awarded</b> <i>0 marks</i></p>	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

**Mark scheme**  
**Section B: The Elizabethans, 1580–1603**

**Question 1a – 3 marks**

**In Interpretation A, the author H.E. Marshall gives the impression that England was brave in standing up to Catholic Spain in 1588. Identify and explain one way in which she does this.**

**Notes and guidance specific to the question set**

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the author gives the impression that England was brave + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

*Reminder – This question does not seek evaluation of the given interpretation, just selection of relevant material and analysis of this in relation to the issue in the question.*

*The explanation of how the author gives the impression that England was brave may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the author. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.*

*The following answers are indicative. Other appropriate ways and appropriate and accurate explanation should also be credited:*

*The author makes Spain seem like a bully. (1) For example, she says that 'Philip 'hated the English people and the Protestant religion.' (1) This makes it seem like the English had courage to stand up to him (1).*

*The author makes us feel sorry for England. (1) For example, she says, 'our little green island in the lonely sea was threatened.' (1) This gives the impression that England was brave because they were a small country (1).*

*The author contrasts Spain against England (1) For example, Spain had 'a large number of soldiers and sailors and guns and ships' but England was a 'little island' who was 'unprepared'. (1) This gives the impression that England was the underdog in the situation. (1)*

**NOTE:** The question asks for ONE way – DO NOT AWARD SEPARATE MARKS FOR SEPARATE FEATURES.

One mark is for correct identification of a feature in the interpretation that relates to the question.

For the second 2 marks, the candidate must either: pick out a specific feature in the text and develop the explanation by making two points about it;

**OR** give 2 points of development relating to a more general feature (e.g. an example of the feature + the effect this has)

<p><b>Question 1b – 5 marks</b>  <b>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the threat from Catholic Spain to Elizabethan England.</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b></p> <p><b>Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 3 (5 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	<p><i>Answers may choose to put forward lines of investigation by framing specific enquiry questions but it is possible to achieve full marks without doing this.</i></p> <p><i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i></p> <p><i>Examples of areas for further research include: reasons for conflict between England and Spain (causation); impact of the Armada threat on relations with Catholics in England (consequence); reasons for the defeat of the Armada (causation); the involvement of different groups of people in the campaign against the Armada (diversity); the importance of the defeat of the Armada for Elizabeth's reign/ England generally (significance).</i></p>
<p><b>Level 2 (3–4 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	
<p><b>Level 1 (1–2 mark)</b>  The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	
<p><b>0 marks</b>  No response or no response worthy of credit.</p>	

<b>Question 1b – 5 marks</b> If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the threat from Catholic Spain to Elizabethan England.	
<b>Guidance and indicative content</b>	
<b>Level 3 (5 marks)</b>	<p>Valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of the threat from Catholic Spain to Elizabethan England.</p> <p><i>[Causation]</i>  <i>Interpretation A gives us the impression that the conflict between England and Spain was a religious crusade by the King of Spain, who 'hated the Protestant religion'. I would like to investigate other reasons for the war. This would help us to understand whether religion was a more important cause than things like the actions of English sailors like Drake attacking Spanish ports in the New World.</i></p>
<b>Level 2 (3-4 marks)</b>	<p>Valid line of enquiry based on second order concept, e.g.</p> <p><i>[Causation]</i>  <i>I would investigate why the Armada was defeated in 1588. [3]</i></p> <p><i>[Diversity]</i>  <i>I would investigate the similarities and differences between the experiences of the English and the Spanish sailors. This would allow us to see how evenly matched the two fleets were in 1588. [4]</i></p> <p><i>[Consequence]</i>  <i>I would investigate how much impact the Armada's defeat in 1588 had on England's war with Spain. [3]</i></p> <p><b>NB: Max 3 marks if there is no indication of how the enquiry would increase understanding of the threat from Catholic Spain.</b></p>
<b>Level 1 (1-2 marks)</b>	<p><b>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g.</b>  <i>I would like to find out how many soldiers and sailors Spain managed to gather together.</i></p> <p><b>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g.</b>  <i>The extract says that the English didn't really think there was much of a threat at first but I would like to know if that is true.</i></p>
<b>0 marks</b>	

<p><b>Question 2–12 marks</b>  <b>Interpretations B and C both focus on accusations of witchcraft in Elizabethan England. How far do they differ and what might explain any differences?</b></p>	
<p><b>Levels</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 4 (10–12 marks)</b>  Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).</p>	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> <li>• (L1) Comparison provenance and source type alone, e.g. B is from 2003, C from 2016; both are from history books/ academics.</li> <li>• (L1) Undeveloped reasons for differences based on simplistic provenance, e.g. B was by a feminists so will be biased; C is written by a historian who isn't biased.</li> <li>• (L2) Individual points of similarity/difference in content: B says that the victims of witchcraft accusations were almost 'exclusively women' and C agrees that 'around 80%' were female; in B Hester talks about the 'oppression of a male dominated society' and C agrees that there was likely 'misogyny' and agrees that 'attitudes towards women' was one factor; B says the persecution was caused by hatred of women but C suggests other causes too, such as catastrophes.</li> <li>• (L3) Differences in the overall message about or portrayal of the persecution of witches, e.g. B gives the impression that the persecution of witches was a campaign against women by men 'to maintain their power over women'. But C gives a more rounded account of the reasons for persecution – Farmer dismisses the feminist argument as simplistic and 'far from convincing'. He places 'attitudes towards women' as just one of a range of factors that led to persecution, arguing that 'there is no single, universal explanation'.</li> <li>• (L4) Comparison as L3, plus developed reasons for differences by examining purpose and author of B, e.g. The author of B specialises in researching violence against women, and her book describes her views as 'feminist'. It's therefore likely that she will view historical events through this lens and pay less attention to, or minimise, other explanations of persecution of witches. She is more likely to emphasise the role of misogyny.</li> </ul> <p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates</i></p>
<p><b>Level 3 (7–9 marks)</b>  Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).</p>	
<p><b>Level 2 (4–6 marks)</b>  Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).</p>	
<p><b>Level 1 (1–3 marks)</b>  Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).</p>	
<p><b>0 marks</b>  No response or no response worthy of credit.</p>	

	<p><i>discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
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<b>Question 2–12 marks</b> <b>Interpretations B and C both focus on the witchcraze in Elizabethan England. How far do they differ and what might explain any differences?</b>	
<b>Guidance and indicative content</b>	
<b>Level 4 (10-12 marks)</b>	<b>Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose/author of B, e.g.</b>  <i>As L3, plus: I think B places more emphasis on misogyny because the author specialises in researching violence against women, and her book describes her views as 'feminist'. [10] It's therefore likely that she will view historical events through this lens and pay less attention to, or minimise, other explanations of persecution of witches. She is more likely to highlight the role of misogyny. [12]</i>  <b>NOTE: The nature of C means that any comments on this interpretation are likely to be of Level 1 quality. Do NOT allow undeveloped comments about provenance at this level, e.g. C is more balanced because it is a historian who has done more research.</b>
<b>Level 3 (7-9 marks)</b>	<b>Valid comparison of portrayals/message in B and C with support from one or both interpretations, e.g.</b>  <i>B gives the impression that the persecution of witches was a deliberate campaign against women by men 'to maintain their power over women'. But C gives a more rounded account of the reasons for persecution – Farmer dismisses the feminist argument as simplistic and 'far from convincing'. He places 'attitudes towards women' as just one of a range of factors that led to persecution, arguing that 'there is no single, universal explanation'.</i>  <b>NOTE: Answers with support from one/both interpretations: award 8-9 marks.</b> <b>NOTE: Answers with no explicit support from either interpretation: award 7 marks.</b>
<b>Level 2 (4-6 marks)</b>	<b>Selects individual points of similarity and/or difference, e.g.</b> <ul style="list-style-type: none"> <li>• <i>B says that the victims of witchcraft accusations were almost 'exclusively women' and C agrees that 'around 80%' were female.</i></li> <li>• <i>In B, Hester talks about the 'oppression of a male dominated society' and C agrees that there was 'misogyny'.</i></li> </ul> <b>Alternatively, purpose of one interpretation used to explain its portrayal – no comparison, e.g.</b> <i>I think B places more emphasis on misogyny because the author specialises in researching violence against women, and her book describes her views as 'feminist'. It's therefore likely that she will view historical events through this lens and pay less attention to, or minimise, other explanations of persecution of witches.</i>
<b>Level 1 (1–3 marks)</b>	<b>Comparison of simplistic provenance, e.g.</b> <ul style="list-style-type: none"> <li>• <i>B is from 2003 but C from 2016. Both are from history books/ academics.</i></li> <li>• <i>B is by a feminist so will be biased but C is written by a historian who isn't biased.</i></li> </ul> <b>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g.</b> <i>B says almost all the people persecuted as witches were women. In C, Alan Farmer talks about how the witchcraze happened because of a range of different things such as village tensions and crop failures.</i>
<b>0 marks</b>	

<p><b>Question 3*–20 marks</b>  <b>According to the Historical Association’s website, Elizabethan views about the poor were ‘compassionate’ (kind and caring) towards the end of the reign. How far do you agree with this view of Elizabethan responses towards the poor between 1580 and 1603?</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of poverty in Elizabethan England.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both evidence to agree and disagree with the interpretation.</i></p>
<p><b>Level 4 (13–16 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).  <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of change and continuity (how far Elizabethan responses to poverty became compassionate by 1603), consequence (impact of Elizabethan poor laws) and similarity and difference (diversity of experience across the country) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 3 (9–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).  Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for agreeing include: The division of the unemployed poor into two categories could be viewed as compassionate with not all able-bodied poor were viewed as idle; in the 1580s, local governments in towns such as York, Ipswich and Norwich introduced schemes for dealing with poverty; the 1601 Poor Law brought together previous legislation which could be argued was compassionate, e.g. JPs appointed overseers to collect poor rates; the ‘impotent’ poor were to be looked after in almshouses and work was to be provided for the ‘able-bodied’ poor, e.g. spinning/weaving; York’s gentry paid a poor rate to</i></p>
<p><b>Level 2 (5–8 marks)</b>  Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).</p>	



<i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<p><b>Level 1 (1–4 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1).          Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).          Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.  <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>help the poor and provision was made to pay people to work in their own homes; all this can be viewed as compassionate as it ensured that less people would die if harvests failed; it shows that the state was taking responsibility for looking after the poor, rather than just the Church as was the case in the medieval period.</i></p>
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	<p><i>Grounds for disagreeing include: Motivation for change in laws was fear of social unrest rather than compassion; there was more focus on punishing vagrancy than providing for the needy (there was continued harsh treatment of ‘vagabonds’, e.g. whipping, burning through the ear with an iron, possible hanging, fining people for sheltering vagrants); under the 1601 Poor Law, begging was forbidden and anyone who refused to work was forced to do hard labour.</i></p>

<b>Question 3*–20 marks</b>	
<b>According to the website of the Historical Association, Elizabethan views towards the poor were ‘compassionate’ towards the end of Elizabeth’s reign. How far do you agree with this view of Elizabethan responses towards the poor between 1580 and 1603?</b>	
<b>Guidance and indicative content</b>	
<b>Level 5 (17-20 marks)</b>	<b>Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks, e.g.</b>
	<i>There is a lot of evidence to support this interpretation. Firstly, in the 1580s, local governments in towns such as York, Ipswich and Norwich introduced schemes for dealing with poverty. For example, York’s gentry paid a poor rate to help the poor and provision was made to pay people to work in their own homes. This can be viewed as compassionate because it shows the concern that local communities had for their poorer citizens.</i>
	<i>Furthermore, the 1601 Poor Law brought together previous legislation which could be argued was compassionate. For example, JPs had to appoint overseers to collect poor rates and the ‘impotent’ poor had to be looked after in almshouses. This shows compassion because the state was starting taking responsibility for looking after the poor, rather than just the Church as was the case in the medieval period.</i>
	<i>However, there is also a lot of evidence to challenge this interpretation. For example, the Elizabethans categorised the unemployed poor into three groups and were not very compassionate towards ‘vagabonds’ who they said chose to avoid work. Vagrants faced harsh treatment such as whipping, burning through the ear, and even hanging. This shows a lack of compassion towards the people who wandered from place to place looking for work.</i>
	<i>Finally, even under the new 1601 Poor Law, begging was forbidden and anyone who refused to work was forced to do hard labour. This shows that there was a definite limit to the amount of compassion shown by the national government for those who were poor.</i>
	<i>Overall, I agree with the interpretation given the standards of the time. Although local and national government was more forced to act by the increase in poverty, attitudes did go through a fundamental shift and there was a recognition that charity was not enough to support England’s poor, not all of whom were ‘idle’.</i>
<b>Level 4 (13-16 marks)</b>	<b>Balanced or one-sided argument; three explained points of support, e.g.</b>
	<i>There is a lot of evidence to support this interpretation. Firstly, in the 1580s, local governments in towns such as York, Ipswich and Norwich introduced schemes for dealing with poverty. For example, York’s gentry paid a poor rate to help the poor and provision was made to pay people to work in their own homes. This can be viewed as compassionate because it shows the concern that local communities had for their poorer citizens.</i>
	<i>Furthermore, the 1601 Poor Law brought together previous legislation which could be argued was compassionate. For example, JPs had to appoint overseers to collect poor rates and the ‘impotent’ poor had to be looked after in almshouses. This shows compassion because the state was starting taking responsibility for looking after the poor, rather than just the Church as was the case in the medieval period.</i>
	<i>However, there is also a lot of evidence to challenge this interpretation. For example, under the 1601 Poor Law, begging was forbidden and anyone who refused to work was forced to do hard labour. This shows that there was a limit to the amount of compassion shown by the national government for those who were poor.</i>
<b>Level 3 (9-12 marks)</b>	<b>One sided argument, two explained points of support, e.g.</b>
	<i>I agree. Firstly, in the 1580s, local governments in towns such as York, Ipswich and Norwich introduced schemes for dealing with poverty. For example, York’s gentry paid a poor rate to help the poor and provision was made to pay people to work in their own homes. This can be viewed as compassionate because it shows the concern that local communities had for their poorer citizens.</i>
	<i>Furthermore, the 1601 Poor Law brought together previous legislation which could be argued was compassionate. For example, JPs had to appoint overseers to collect poor rates and the ‘impotent’ poor had to be looked after in almshouses. This shows compassion because the state was starting taking responsibility for looking after the poor, rather than just the Church as was the case in the medieval period.</i>

	<p><b>Alternatively, balanced argument; one explained point on each side, e.g.</b>  <i>There is a lot of evidence to support this interpretation. Firstly, in the 1580s, local governments in towns such as York, Ipswich and Norwich introduced schemes for dealing with poverty. For example, York's gentry paid a poor rate to help the poor and provision was made to pay people to work in their own homes. This can be viewed as compassionate because it shows the concern that local communities had for their poorer citizens.</i></p> <p><i>However, there is also a lot of evidence to challenge this interpretation. For example, under the 1601 Poor Law, begging was forbidden and anyone who refused to work was forced to do hard labour. This shows that there was a limit to the amount of compassion shown by the national government for those who were poor.</i></p>
<b>Level 2 (5-8 marks)</b>	<p><b>One sided argument; one explained point of support, e.g.</b>  <i>I agree because, in the 1580s, local governments in towns such as York, Ipswich and Norwich introduced schemes for dealing with poverty. For example, York's gentry paid a poor rate to help the poor and provision was made to pay people to work in their own homes. This can be viewed as compassionate because it shows the concern that local communities had for their poorer citizens.</i></p>
<b>Level 1 (1-4 marks)</b>	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b>  <i>Yes, I agree because the 1601 Poor Law introduced a poor rate collection.</i></p> <p><b>Alternatively, description of poverty, attitudes, vagrancy, the Poor Law or related events without linking these to the question, e.g.</b>  <i>The Elizabethans categorised the poor into three groups. The impotent poor were physically unable to work; the able-bodied poor wanted to work but could not find it; and vagabonds chose to avoid work.</i></p> <p><b>Alternatively, valid but general assertions, e.g.</b>  <i>I disagree because the Elizabethans did not look after vagrants.</i></p>
<b>0 marks</b>	

<p><b>Question 4*–20 marks</b>  <b>According to the BBC Bitesize website, it was the Puritans who posed the ‘greatest threat’ to Elizabeth within Parliament and the Court between 1580 and 1603. How far do you agree with this view of threats to Elizabeth from within Parliament and the Court between 1580 and 1603?</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of Elizabeth and government.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both evidence to agree and disagree with the interpretation.</i></p>
<p><b>Level 4 (13–16 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).  <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of causation (i.e. why there as opposition), consequence (i.e. impact of opposition on Elizabeth’s power), significance (relative importance of threats) and diversity (opposition from different groups/ individuals) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 3 (9–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).  Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for agreeing include: Puritan MPs were loudly critical of Elizabeth in Parliament over the issues of her marriage and the organisation of the Church – Elizabeth banned their debates over the Church which is evidence of her feeling threatened; John Stubbs’ pamphlet spoke out against Elizabeth’s consideration of marriage to a French Catholic; the Puritan MP Peter Wentworth was imprisoned in the Tower of London for his interference in the succession issue.</i></p>
<p><b>Level 2 (5–8 marks)</b>  Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of</p>	<p><i>Grounds for disagreeing include: Puritans never openly expressed a desire to replace Elizabeth with another monarch so it might be argued they were not a ‘great threat’; there was opposition from other MPs over her granting too many monopolies and Elizabeth had to give in to these MPs, suggesting they were a great threat; the Earl of Essex’s</i></p>

<p>ideas and a loosely supported judgment about the interpretation (AO4).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>attempted rebellion shows Elizabeth's power was threatened by the nobility/ her court too; Elizabeth's decision to allow some Catholics to attend court shows the need to keep their loyalty;</i></p>
<p><b>Level 1 (1–4 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1).          Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).          Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.  <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	

<b>Question 4*–20 marks</b>	
<b>According to the BBC Bitesize website, it was the Puritans who posed the ‘greatest threat’ to Elizabeth within Parliament and the Court between 1580 and 1603. How far do you agree with this view of threats to Elizabeth from within Parliament and the Court between 1580 and 1603?</b>	
<b>Guidance and indicative content</b>	
<b>Level 5 (17-20 marks)</b>	<b>Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks, e.g.</b>
	<i>There is a lot evidence to support this interpretation. Firstly, Puritan MPs were loudly critical of Elizabeth in Parliament over issues such as her marriage and the organisation of the Church. Elizabeth even banned their debates over the Church, and then had MPs imprisoned when they continued to discuss the matter outside of Parliament, which demonstrates how much she felt threatened by their opposition.</i>
	<i>Furthermore, the Puritan John Stubbes (who later became an MP), wrote a pamphlet which spoke out against Elizabeth’s consideration of marriage to a French Catholic. Elizabeth clearly considered this a ‘great threat’ because she arrested Stubbes, cut off his right had and imprisoned him.</i>
	<i>However, there is also a lot of evidence to challenge this interpretation. To begin with, Puritans never openly expressed a desire to replace Elizabeth with another monarch so it might be argued they were not a ‘great threat’; in fact, after Stubbes was released from prison he carried on criticising Elizabeth in the House of Commons but Elizabeth saw no need to re-arrest him which shows she had dealt successfully with his opposition.</i>
	<i>Furthermore, it may be argued that there were greater threats to Elizabeth. For example, in 1601, there was an attempted rebellion by the Earl of Essex after Elizabeth banned him from court and took away all his government jobs, leaving him bankrupt. He gathered supporters in London and rode to Whitehall with 300 men. Although the rebellion failed, this shows how Elizabeth’s power was more seriously threatened by the nobility in the different court factions.</i>
	<i>Overall, I disagree with the interpretation. It was probably the Puritans who were perhaps the noisiest and most frequent opponents during Elizabeth’s reign, but they did not actually pose a tangible ‘threat’ to her or her rule in the way that the Earl of Essex may have done had his rebellion gained more support.</i>
<b>Level 4 (13-16 marks)</b>	<b>Balanced or one-sided argument; three explained points of support, e.g.</b>
	<i>There is a lot evidence to support this interpretation. Firstly, Puritan MPs were loudly critical of Elizabeth in Parliament over issues such as her marriage and the organisation of the Church. Elizabeth even banned their debates over the Church, and then had MPs imprisoned when they continued to discuss the matter outside of Parliament, which demonstrates how much she felt threatened by their opposition.</i>
	<i>Furthermore, the Puritan John Stubbes (who later became an MP), wrote a pamphlet which spoke out against Elizabeth’s consideration of marriage to a French Catholic. Elizabeth clearly considered this a ‘great threat’ because she arrested Stubbes, cut off his right had and imprisoned him.</i>
	<i>However, it may be argued that there were greater threats to Elizabeth. For example, in 1601, there was an attempted rebellion by the Earl of Essex after Elizabeth banned him from court and took away all his government jobs, leaving him bankrupt. He gathered supporters in London and rode to Whitehall with 300 men. Although the rebellion failed, this shows how Elizabeth’s power was more seriously threatened by the nobility in the different court factions.</i>
<b>Level 3 (9-12 marks)</b>	<b>One sided argument, two explained points of support, e.g.</b>
	<i>I agree. Firstly, Puritan MPs were loudly critical of Elizabeth in Parliament over issues such as her marriage and the organisation of the Church. Elizabeth even banned their debates over the Church, and then had MPs imprisoned when they continued to discuss the matter outside of Parliament, which demonstrates how much she felt threatened by their opposition.</i>
	<i>Furthermore, the Puritan John Stubbes (who later became an MP), wrote a pamphlet which spoke out against Elizabeth’s consideration of marriage to a French</i>

	<p><i>Catholic. Elizabeth clearly considered this a 'great threat' because she arrested Stubbes, cut off his right had and imprisoned him.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side, e.g.</b>  <i>There is a lot evidence to support this interpretation. Firstly, Puritan MPs were loudly critical of Elizabeth in Parliament over issues such as her marriage and the organisation of the Church. Elizabeth even banned their debates over the Church, and then had MPs imprisoned when they continued to discuss the matter outside of Parliament, which demonstrates how much she felt threatened by their opposition.</i></p> <p><i>However, it may be argued that there were greater threats to Elizabeth. For example, in 1601, there was an attempted rebellion by the Earl of Essex after Elizabeth banned him from court and took away all his government jobs, leaving him bankrupt. He gathered supporters in London and rode to Whitehall with 300 men. Although the rebellion failed, this shows how Elizabeth's power was more seriously threatened by the nobility in the different court factions.</i></p> <p>.</p>
<b>Level 2 (5-8 marks)</b>	<p><b>One sided argument; one explained point of support, e.g.</b></p> <p><i>I agree because Puritan MPs were loudly critical of Elizabeth in Parliament over issues such as her marriage and the organisation of the Church. Elizabeth even banned their debates over the Church, and then had MPs imprisoned when they continued to discuss the matter outside of Parliament, which demonstrates how much she felt threatened by their opposition.</i></p>
<b>Level 1 (1-4 marks)</b>	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b>  <i>No, I disagree because the Earl of Essex tried to mount a rebellion against Elizabeth so this was a bigger threat.</i></p> <p><b>Alternatively, description of Puritan or other opposition, or related events within Elizabeth's court/ Parliament without linking these to the question, e.g.</b>  <i>The Puritans wanted Elizabeth to marry a Protestant prince and to change the way the Church was organised.</i></p> <p><b>Alternatively, valid but general assertions, e.g.</b>  <i>I agree because the Puritans made lots of criticisms of Elizabeth to do with religion.</i></p>
<b>0 marks</b>	

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